Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Doris Ross Reddick Elementary School	District Name: Hillsborough County
Principal: J Thomas Roth	Superintendent: Mary Ellen Elia
SAC Chair: Justin Hutcherson	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains,
		Certification(s)	Current School	Administrator	Lowest 25%), and AMO progress along with the associated school
		(-)			year)
Principal	J Thomas Roth	Masters in Leadership,	4	14	2008-2009 "C" AYP 79%
		Certified Administration,			2009-2010 "B" AYP 87%
		Elementary Education K-			2010-2011 "A" AYP 87%
		6			
					2011-2012 "B"
		ESOL Endorsed			
Assistant	Michelle Carrick	Masters in Ed Leadership,	0 (2012-2013	6	2008-2009 "B" AYP 82%
Principal			is her 1st year		
		Elementary Education	at Reddick)		2009-2010 "B" AYP 74%
		K-6, Emotionally			
		Handicapped K-12, ESOL			2010-2011 "C" AYP 82%
		endorsed			2011 2012 (/D)
					2011-2012 "D"
					(This is Cibacutan Floranteme's Data)
					(This is Gibsonton Elementary's Data)

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
			Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated
				Instructional Coach	school year)
	Cecile Nash	Master in Language Arts,	4	8	2008-2009 Reading 51% 3 and above
		Certified k-3, Elementary			
Reading (K-		Ed 1-6, ESOL Edorsement			2009-2010 Reading 55% 3 and above
5)					
					2010-2011 Reading 52% 3 and above
					K-3 Support
					K-3 Support
					2011-2012 Reading 40% 3 and above
Reading	Sintia Zuniga	Elementary Ed K-6	4	0	2008-2009 Reading 51% 3 and above
(3-5)		ESOL Endorsement			2009-2010 Reading 55% 3 and above
					2010-2011 Reading 52% 3 and above
					2011-2012 Reading 40% 3 and above
Science	Colleen Rybak	Bachelors in Computer	3.5	3.5	2008-2009 Science 15% 3 and above
Science	Concon Ryour	Based Management, EPI	5.5	3.0	2000 2007 Science 1570 5 und doore
(K-5)		Certified, Certified Math			2009-2010- Science 31% 3 and above
		K-12,Certified K-6			
					2010-2011 Science 20% 3 and above
					2011-2012 Science 27% 3 and above

Writing	Michelle Migliaro	Bachelors in Elementary Education, Certified ESE, ESOL Endorsement	4	4	2008-2009 Writing 92% 4 and above 2009-2010 Writing 79% 4 and above
(1-5)		ESOS Endosomen			2010-2010 Writing 92% 4 and above 2011-2012 Writing 89% 3 and above
Technology PreK-5	Stacey Kaminski	Bachelors in Elementary Ed 1-6, Masters in Ed Leadership	4	3	2008-2009 "C" AYP 79% 2009-2010 "B" AYP 87% 2010-2011 "A" AYP 87% 2011-2012 "B"
Math K-5	Erin Steffen	Bachelors Degree in Industrial and Systems Engineering Masters Degree in Educational Leadership Certified Elementary Ed K - 6 and Math 6 - 12 National Board Certification	4	0	2008-2009 Math 63% 3 and above 2009-2010 Math 72% 3 and above 2010-2011 Math 76% 3 and above 2011-2012 Math 44% 3 and above

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. Teacher Interview Days	General Directors	June 2012	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	

3. MAP	Supervisor of Data Analysis	July 2012	
4. Performance Pay	General Director of Federal Programs	July 2012	
5. Regular Meetings of New teachers with District mentors	AP, District Mentor	On-going	
6. Partnering New Teachers with Veteran Staff	AP	On-going	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
	Depending on the needs of the teacher, one or more of the following strategies are implemented.
15 are not Highly Qualified	<u>Administrators</u>
	Meet with the teachers four times per year to discuss progress on:
	Completing classes need for certification and/or ESOL endorsement
	Provide coverage for the teachers to observe other teachers
	Discussion of what teachers learned during the observation(s)
	Pair not highly effective teachers with an on-site "mentor"
	<u>ELLTeacher</u>
	Provide support by discussing strategies for ELL students during PLC meetings
	Provide additional one-on—one support when needed.
	Provide a list of ESOL courses and assist with registering for these courses.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

To tal Nu m ber of In str uc tio nal Sta ff	% of Fir st-Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie nce	% of Te ach ers with 6-14 Yea rs of Exp erie nce	% of Te ach ers with 15+ Yea rs of Exp erie nce	% of Te ach ers wi th Ad van ced De gre es	% Hi gh ly Qu alif ied Te ac her s	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Ce rtif ied Te ac her s	ES OL End orse d
73	7% (5)	45 % (33)	32 % (23)	16 % (12)	23 % (17)	97 % (71)	4% (3)	5.4 % (4)	21 % (58)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
	_		Activities

Marissa	Kayla	The district-	Ms. Means
Means	Anderson	based	will be
		mentor	meeting
		is with	with Ms.
		the EET	Anderson
		initiative.	(a second
		The mentor	year
		has strengths	teacher)
		in the	45 minutes
		areas of	a week.
		leadership,	They
		mentoring,	will be
		and	working on
		increasing	planning,
		student	content and
		achievement.	Instruction
			based on
			observation
			and the
			needs
			of the
			students.

Marissa	Ashley	The district-	Ms. Means
Means	Traynham	based	will be
		mentor	meeting
		is with	with Ms.
		the EET	Traynham
		initiative.	(a first year
		The mentor	teacher)
		has strengths	90 minutes
		in the	a week.
		areas of	They
		leadership,	will be
		mentoring,	working on
		and	planning,
		increasing	content and
		student	Instruction
		achievement.	based on
			observation
			and the
			needs
			of the
			students.

Marissa	Ashley	The district-	Ms. Means
Means	Dabbs	based	will be
		mentor	meeting
		is with	with Ms.
		the EET	Dabbs (a
		initiative.	first year
		The mentor	teacher)
		has strengths	90 minutes
		in the	a week.
		areas of	They
		leadership,	will be
		mentoring,	working on
		and	planning,
		increasing	content and
		student	Instruction
		achievement.	based on
			observation
			and the
			needs
			of the
			students.
	1		

Marissa	Grecia	The district-	Ms. Means
Means	Astacio-Brea	based	will be
		mentor	meeting
		is with	with Ms.
		the EET	Astacio-
		initiative.	Brea (a
		The mentor	first year
		has strengths	teacher)
		in the	90 minutes
		areas of	a week.
		leadership,	They
		mentoring,	will be
		and	working on
		increasing	planning,
		student	content and
		achievement.	Instruction
			based on
			observation
			and the
			needs
			of the
			students.

Caroline	Michelle	The district-	Since Mrs.
Cooper	Solate	based	Solate is a
		mentor	second
		is with	year
		the EET	teacher,
		initiative.	Ms.
		The mentor	Cooper
		has strengths	will meet
		in the	with her
		areas of	90 minutes
		leadership,	over the
		mentoring,	course of
		and	two weeks.
		increasing	Sometimes
		student	45 minutes
		achievement.	a week,
			sometimes
			90 minutes
			every two
			weeks.
			She will
			be working
			with her
			on
			completing
			the
			Teacher
			Induction
			Program,
			and
			reflecting
			on
			teaching as
			it relates to
			planning
			and
			preparation
			; the
			classroom
			environmen

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	t; instruction; and professiona l responsibili ties.
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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Through Title, students receive additional remediation through after school programs, Saturday school, daytime tutors, quality teachers through professional development and content resource teachers.

Title I, Part C- Migrant

The Migrant Advocate works closely with outside organizations to help provide support to our Migrant families. The Migrant Reading Teacher work with classroom teachers to give further reading and math instruction/support to the students.

Title I, Part D

Title II

Title III
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, reading resource teacher(s), math resource teacher, writing resource teacher, science resource teacher, reading daytime tutors and extended learning opportunity programs such as after school programs and Saturday School.
Violence Prevention Programs
Nutrition Programs
Free universal breakfast is offered to all students. Various incentives are used to motivate students to have breakfast.
Housing Programs
Head Start
The Federal Government provides funding for a Head Start Program at Reddick Elementary School. The State of Florida provides funding for a VPK program at Reddick.
Adult Education
Career and Technical Education
Job Training
Other

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rtl)

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

• Principal: J Roth

Assistant Principal for Curriculum: Michelle Carrick

• Guidance Counselor : Shelley Herda

School Psychologist: Alessandra Chiesa, Angela Perry

• Social Worker: Marilyn Terrelonge

• Academic Coaches

• Reading Coach: Cecile Nash

Reading Resource: Sintia Zuniga

• ESE teacher: Shannon Martinez

• ESOL Teacher: Lucy Sharpe

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

- The MTSS Leadership Team members meet weekly with each grade level at their PLC's.
- The MTSS Leadership Team helps analyze data by grade level and by teacher.
- The MTSS Leadership Team, using teacher input, prioritizes which students are Tier 1, and which students need to be moved to Tier 2.
- The MTSS Leadership Team supports the teachers by providing them with interventions they can implement with their Tier 2 and Tier 3 students.
- The MTSS Leadership Team creates, manages and updates the school's resource map.
- The MTSS Leadership Team creates a school-wide daily RTI schedule.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier 1

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math, Reading, Writing and Science Resource//AP
Baseline and Midyear District Assessments	Scantron Achievement Series EdLine Reports	Leadership Team, PLCs, individual teachers, Resource teachers
District generated assessments from the Office of Assessment and Accountability (math, reading and science formatives)	Scantron Achievement Series EdLine Reports	Leadership Team, PLCs, individual teachers, Resource teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science (math, reading, science formatives, Monthly Writes)	Scantron Achievement Series EdLine Reports PLC Logs	Leadership Team, PLCs, individual teachers, Resource Teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher, Individual teachers
CELLA	Sagebrush (IPT), CELLA reports	ELL Teacher, PSLT Representative, Individual teachers

Teachers' co	ommon core curriculum assessments on units of oig ideas.	Ed-Line	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
		PLC Database	
		PLC logs	
DRA-2		Ed-Line	Individual Teacher, Reading Resource

Describe the plan to train staff on MTSS.

During Pre-Planning the PSLT will present the information to the staff regarding MTSS. Throughout the year, they will meet weekly with grade levels during PLCs to help staff members understand MTSS.

Describe plan to support MTSS.

The PSLT will meet with grade levels weekly during PLCs. They will support the staff by providing data and feedback when needed. When the need arises, training will be provided by the site-based MTSS staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

- Principal: J Roth
- Assistant Principal for Curriculum: Michelle Carrick
- Reading Coach: Cecile Nash
- Reading Resource Teachers:
 - o Sintia Zuniga (3-5)
- AIS: Cecilia Moss
- Media Specialist: Joan Storey
- ESE: Shannon Martinez
- ELL: Lucille Sharpe
- Migrant: Judy Bonce
- MTSS Members (will attend meetings on an as needed basis)
 - Shelley Herda (Guidance)
 - o Alessandra Chiesa (bi-lingual psychologist)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

- Monthly Meetings
- Review and analyze recent reading data
- Present data to faculty
- Create and monitor a school-wide reading incentive plan

What will be the major initiatives of the LLT this year?

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Reddick Elementary offers a VPK program and a Headstart program to members of the community.

At Reddick we offer several opportunities for children to visit kindergarten to help in the transition. To help recruit area children we have a Kindergarten Round Up which allows parents to pre-register their children and tour the classrooms. Before the first day of school we HOST the "Boo Hoo" Breakfast where students and parents are oriented to the school and kindergarten classes.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-			

	Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1	1.1.	1.1.	
•	1.1.	1.1.	1.1	1.1.	1.1.	
scoring proficient in	r 1 C	C	KYZI	T 1 (1 FD		
reading (Level 3-5).	-Lack of common planning		Who_	-Teachers use the ED-		
	ř. – –	- The purpose of	Principal.	line grading system data	3x per year	
		uns suategy is	i inicipai.	to carcarate their stadents	<u>DA Dei year</u>	
	Crada Laval Mini	to strengthen the	AP	progress towards their PLC	- FAIR	
	Assessments	core curriculum.		and/or individual SMART	TAIK	
		Students' reading	SAC Chair	Goal.		
		comprehension will		-PLC documentation will be		
	to the staff have not had Sem-R	improve through teachers using the	Reading Resource	compiled and housed in the		
		Core Continuous	Reading Coach	Guidance Suite.		
		Improvement	reduing couch	Guidance Suite.	During the Grading	
		Model	Grade Level Reading		Period Period	
		<u>wiouei</u>	Teachers			
		(C-CIM) with			- Common assessments	
		core curriculum			(pre, post, mid, section,	
			How		end of unit, intervention	
		Differentiated	110W		checks)	
		Instruction (DI)	 Classroom 		Í	
		as a result of the	walk-throughs		-SuccessMaker reports	
		problem-solving	observing			
		model.	this strategy.		-Teacher made and CIM	
			Administrators		mini-assessments	
			will use the			
			HCPS Informal			
		Action Steps	Observation Pop-			
			In Form (EET			
		1. PLCs write	tool).			
		SMART				
		goals based	 Evidence of 			
		on each nine	strategy in			
		weeks of	teachers' lesson			
		material.	plans seen during			
			administration			
		(For	walk-throughs.			
		example,				
		during the	Monitoring data			
		first nine	will be reviewed			
		weeks,	every nine weeks.	 		
		75% of the	DIC Accessor			
		students	PLC Agendas and Logs will			
		will score				
			document strategy			

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	1 222/			
1		discussion		
	above on			
	each unit of	Reading		
	instruction.)	Curriculum		
	1 '1 '	Committee		
		Minutes will		
	Dmin a	be submitted		
		to SACand		
	Records will	Administration		
	be used to			
	help identify •	Monitor		
		"Standards"		
		documentation		
		available on Ed-		
	weaknesses.	Line		
	Students			
	will receive			
	Differentiate			
	d Instruction			
	based on			
	their needs.			
	L			
	2. Teachers			
	give a common			
	assessment			
	identified from the			
	core curriculum			
	material.			
	Dagad on the data			
	Based on the data,			
	teachers decide what skills need to			
	what skills need to			
]	be re-taught			
]				
	3. SEM-R			
	reading			
	program			
	4. Mini-			
	7. IVIIIII-			

Assessments		
will be created		
by teachers		
and/or grade		
level teams		
and used to		
help identify		
individual		
student's		
strengths and		
weaknesses		
Weakinesses		
Through Guided		
Reading Small		
groups, teachers		
will provide		
differentiated		
instruction based		
on the needs of		
the students		
3. The Reading		
Curriculum		
Committee		
(Grade levels K-5		
represented) will		
meet monthly to		
discuss needed		
changes based on		
aggaggment data		
assessment data.	I	

Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 41% to 47%.		2013 Expected Level of Performance:*					
	41%	47%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	h ı	h 1	h 1	h i	h i	
	2.1.	2.1	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in reading.		Strategy: CRR	- Who	-Teachers use the ED-		
Ectes for a mireading.		activities will be used		line grading system data		
	-Not enough	to help maintain a	Principal.		3x per year	
	training	high level of reading.	•	progress towards their PLC		
	available to help	"	AP		- FAIR	
		Teachers will		and/or individual SMART	T T T T T T T T T T T T T T T T T T T	
	Higher Level	ask High Level	SAC Chair	Goal.		
	Questioning	Questions.				
	techniques.		Reading Resource	-PLC documentation will be		
		Activity:		compiled and housed in the		
	- Not enough		Reading Coach	Guidance Suite.		
	reading training	-Small groups will			During the Grading	
		work participate in	Grade Level Reading		Period_	
	for working	book studies.	Teachers			
	with advanced				- Common assessments	
	students.		Curriculum Committee		(pre, post, mid, section,	
		l marginalis	Facilitators		end of unit, intervention	
		-PLCs will write	L		checks)	
	m · ·		How_		checks)	
		lv 4-5 students and	CI.		g Mil	
		monitor progress.	 Classroom 		-SuccessMaker reports	
	advanced		walk-throughs		-Teacher made and CIM	
	students is not provided.		observing		mini-assessments	
	provided.	- Curriculum	this strategy.		mini-assessments	
		Committees will meet	Administrators			
		monthly to discuss	will use the			
		the needs of higher	HCPS Informal			
		level readers and to	Observation Pop-			
		plan ways to meet	In Form (EET			
		the needs of these	tool).			
		students.	1001).			
			F :1 C			
			• Evidence of			
			strategy in			
			teachers' lesson			
		ĺ	plans seen during			
			administration			
			walk-throughs.			
			 Monitoring data 			
			will be reviewed			
			every nine weeks.			
		ĺ	overy fillie weeks.	†		
			PLC Agendas	ļ		
			and Logs will	4		

Reading Goal #2:	2012 Current	2013 Expected Level	document strategy discussion Reading Curriculum Committee Minutes will be submitted to SACand Administration Monitor "Standards" documentation available on Ed-Line				
ixeauilig Quai #2.	Level of Performance:*	of Performance:*					
	errormance.						
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 15% to 23%.							
	15%	23%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
students making Learning						
Gains in reading.			Principal	Teachers maintain	2-3x Per Year	
			•	documentation of their	1	
•	-Teachers	The purpose of	-APC	students' progress towards	FAIR On-going	
	do not have enough planning	this strategy is		the SMART Goal developed	Progress Monitoring in	
	time to work	to strengthen the	-Reading Coach	in their PLC.	comprehension	
	11 - 1 4: 1	core curriculum. Students' reading		_	1	
		comprehension will	-Reading Resource	-Teachers chart their	Ť I	
		improve through	l'eacher	students' individual progress	1	
	 Training 		-Grade Level Reading	towards the SMART Goal.	1	
		FCIM strategy	Teachers		During Grading Period	
	needs to be	on identified	reachers	_	1	
	provided.		How_	PLC/Department Level		
 		in reading and			Teacher Made	
		Language Arts		PLC unit assessment data		
	-Teachers have	classes.	throughs observing	will be recorded	Assessments and CIM	
	not been trained		this strategy.		Assessments	
ľ	on FCIM.	Action Steps	Administrators will		1	
			use the HCPS Informal	PLCs will review unit	⊢ I	
			Observation Pop-	assessments and document	SuccessMaker progress	
		_ ~	In Form (EET tool).	4	monitoring	
		data, classroom	The C-CIM and DI strategies will be added	of students reaching at least	monitoring	
			to the form.	80% mastery on units of	- Waterford Progress	
		and student	to the form.	instruction.	monitoring	
		performance,	-Evidence of strategy			
		PLCs identify	in teachers' lesson		-I-Station progress	
			plans seen during	Condo local DI Co will	monitoring	
			administration walk-	Grade level PLCs will share data with the Problem		
		their students that	throughs.	Solving Leadership Team.		
		need reinforcement and/or		The Problem Solving		
 		remediation (Small	-Monitoring data will be reviewed during	Leadership Team/Reading		
 		group guided	weekly PLCS as well	Leadership Team will		
			as every nine weeks	review assessment data		
 		SES)		for positive trends at a		
 			EVIDENCE OF TIOT	minimum of once per nine		
		2. As a	icacining will be	weeks.		
			documented on Classroom			
		Development	walk-through forms.			
 		activity in their		Teachers will share		
		PLCs, teachers		reachers will share		

·	<u> </u>	-		
ide	lentify (using	data with the Reading		
		Curriculum Committee and		
		discuss ways to help meet		
		the needs of students.		
or	r develop mini			
	essons and mini	-		
	ssessments for	Leadership Team Level		
	enchmarks.	Leadership Team Lever		
	LCs will use a	-PLC facilitator/ Subject		
	omomation of	Area Leader/ Department		
	istrict and school-	Heads shares data with the		
	cherated mini	Problem Solving Leadership		
ass		Team.		
		I		
	. Teachers	-Data will be used to plan		
	ilpiement the illini	for future supplemental		
	ssons and mini	instruction		
ass	ssessments.			
	. Teachers bring			
	ssessment data			
	ack to the PLCs.			
	Or share EdLine			
	ata)			
	. At the end of			
	ach nine weeks,			
	LCs generate a			
	ine-week review	I		
	ssessment that	I		
	ncludes all mini	I		
	kills covered in	I		
	ne nine weeks.	I		
	ased on, skills	I		
	re moved to a	I		
	naintenance or re-	I		
	eaching schedule.	I		
	<u> </u>	I		
6.	. PLCs record	I		
	neir work in logs.	I		
	·			

Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 65 points to 70 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65	70					
			3.2.		3.2.	3.2.	
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

A ECATION D : 4 C	b 1	2 1	2 1	b 1	h 1	 <u> </u>
III CITT 2001 I OINES IOI	3.1.	3.1.	3.1.	3.1.	3.1.	
students in Lowest 25%						
making learning gains in			Principal		2-3x Per Year	
reading.				documentation of their		
g.		The purpose of	-APC	students' progress towards	FAIR On-going	
		this strategy is		the SMART Goal developed	Progress Monitoring in	
	enough planning	to strengthen the	-Reading Coach	in their PLC.	comprehension	
	time to work collaboratively.	core curriculum.	8			
	,	Students' reading	-Reading Resource	-Teachers chart their	-	
		comprehension will	Teacher	students' individual progress		
		improve through	1 cacher	towards the SMART Goal.		
		teachers using the	-Grade Level Reading	towards the Sivizare Goar.		
			Teachers		During Grading Period	
	needs to be	on identified	1 cachers	_		
	provided.	tested benchmarks	TT	PLC/Department Level		
		in reading and	<u> </u>			
	 Not enough 	Language Arts	C1 11	PLC unit assessment data	Teacher Made	
	Low Level		Classroom walk-	will be recorded		
	111511		throughs observing		Assessments and CIM	
	Interest		this strategy.		Assessments	
	reading material		Administrators will			
			use the HCPS Informal	PLCs will review unit	L	
			Observation Pop-	assessments and document		
			In Form (EET tool).	4	SuccessMaker progress	
	not been trained		The C-CIM and DI	of students reaching at least	monitoring	
	on FCIM		strategies will be added	80% mastery on units of		
		assessments	to the form.		- Waterford Progress	
		and student		instruction.	monitoring	
		performance,	-Evidence of strategy			
		PLCs identify	in teachers' lesson		-I-Station progress	
		essential tested	plans seen during	G 1 1 1 DIG 31	monitoring	
		benchmarks for	administration walk-	Grade level PLCs will		
		their students that		share data with the Problem		
		need reinforcement		Solving Leadership Team.		
		and/or	-Monitoring data will	The Problem Solving		
		remediation.(Small	be reviewed during	Leadership Team/Reading		
1		group guided	weekly PLCS as well	Leadership Team will		
		T .: T	as every nine weeks	review assessment data		
		SES)	as crory mine weeks.	for positive trends at a		
		<i>'</i>	-Evidence of HOT	minimum of once per nine		
		2. As a	teaching will be	weeks.		
			documented on Classroom			
			walk-through forms.			
		activity in their	-			
		PLCs, teachers		Teachers will share		
		i LCS, teachers		5-2		

	<u> </u>	· · · · · · · · · · · · · · · · · · ·	
	identify (using	data with the Reading	
	District resources	Curriculum Committee and	
	and curriculum	discuss ways to help meet	
	resources) and/	the needs of students.	
	or develop mini		
	lessons and mini	L	
	assessments for		
	benchmarks.	Leadership Team Level	
	PLCs will use a		
	combination of	-PLC facilitator/ Subject	
	District and school-	Area Leader/ Department	
	generated mini	Heads shares data with the	
	assessments.	Problem Solving Leadership	
	assessments.	Team.	
	3. Teachers		
		-Data will be used to plan	
	implement the mini	for future supplemental	
	lessons and mini	instruction	
	assessments.		
	4. Teachers bring		
	assessment data		
	back to the PLCs.		
	(Or share EdLine		
	data)		
	5. At the end of		
	each nine weeks,		
	PLCs generate a		
	nine-week review		
	assessment that		
	includes all mini		
	skills covered in		
	the nine weeks.		
	Based on, skills		
	are moved to a		
	maintenance or re-		
	teaching schedule.		
	cucining soliculic.		
	6. PLCs record		
	their work in logs.		
	men work in logs.		
	7. Students in		
	this category will		
	receive additional		
	small group reading		
	0-34h 1444119	<u> </u>	

		instruction.			l		
Danding Coal #4:	2012 Current	2013 Expected Level					
Reading Goal #4:	Level of	of Performance:*					
	Performance:*	or remormance.		l	l		
	ci toimance.			l	l		
				I	I		
				I	I		
Points earned from students in							
Lowest 25% making learning							
gains on the 2013 FCAT							
Reading will increase from 62							
points to 67 points.				I	I		
				I	I		
	63	67					
	62	67		I	I		
	<u> </u>						
		4.2.	4.2.	4.2.	4.2.	4.2.	
				I	I		
				I	I		
		4.2	1.2	4.2	4.2	4.2	
		4.3	4.3.	4.3.	4.3.	4.3.	
				I	I		
				I	I		
				I	l		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier				1		
to "Guiding Questions", identify				L	l		
and define areas in need of			Who and how will the	How will the evaluation tool			
improvement for the following			fidelity be monitored?	data be used to determine the	l		
subgroup:				effectiveness of strategy?	l		
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable	1			I	I		
Objectives (AMOs), Reading and	1						
Math Performance Target							

5. Ambitious but				
Achievable Annual				
Measurable Objectives				
(AMOs). In six year				
school will reduce their				
achievement gap by 50%.				
Reading Goal #5				
:				
ſ				
"As of 9/18/2012 No Data				
Available"				

5A. Student subgroups by	5A 1	5A.1.	5A.1.	5A.1.	5A.1.	İ	
	DA.1.	DA.1.	JA.1.	JA.1.	5A.1.		
ethnicity (White, Black,		a	****				
Hispanic, Asian, American	White:	Strategy_	<u>Who</u>	Teacher Level	2-3x Per Year		
Indian) not making	Black:	The numer of		-Teachers reflect on lessons	EAID On sains		
satisfactory progress in	Diack.	The purpose of this strategy is	L	during the unit citing/using			
reading.			n · · · ·	specific evidence of learning			
		core curriculum.	Principal	and use this knowledge to	comprehension		
	Hispanic:	Students'		drive future instruction.			
	Common	understanding of	-APC	drive ruture mstruction.	Ī		
	raming time is	main idea, plot	D 1: G 1	-Teachers maintain			
		and Purpose will	-Reading Coach	documentation of their			
			n 1' n	students' progress towards	During Grading Period		
	to plan strategies	the implementation	-Reading Resource	the SMART Goal developed			
	for providing	of appropriately	1 eacher	in their PLC.			
		leveled	C 1 I 1D "		L		
	the "background	instruction.as	-Grade Level Reading	-Teachers chart their	Teacher Made		
	experiences"	well as through	Teachers	students' individual progress			
	needed to	the development	**				
		of background	How_	towards the SMART Goal.	Assessments		
	foundation.	knowledge.	C1				
	roundation.	_	Classroom walk-		SuccessMaker progress		
	Teachers not	Action Steps	throughs observing	PLC/Department Level	monitoring		
	trained in	retion steps	this strategy. Administrators will		W (C 1D		
	scaffolding	PLCs will		PLC unit assessment data	- Waterford Progress		
	techniques.	familiarize	Observation Pop-	will be recorded	monitoring		
		themselves with the	In Form (EET tool).		T Ctation was a second		
		content standards.	The C-CIM and DI		-I-Station progress		
	Asian:		strategies will be added	L	monitoring		
			strategies will be added to the form.				
	American Indian:		to the form.	assessments and document			
		PLCs will develop	-Evidence of strategy	the increase in the number			
		strategies for		of students reaching at least			
		implementing	plans seen during	80% mastery on units of			
		appropriately	administration walk-	instruction.			
		leveled reading	throughs.				
		comprehension	0 4.5110.				
		instruction.	-Monitoring data will	Condition I DI Condition			
			be reviewed every nine	Grade level PLCs will share data with the Problem			
			1	Solving Leadership Team.			
				The Problem Solving			
		PLCs come to		Leadership Team/Reading			
		consensus on the		Leadership Team/Reading Leadership Team will			
		use of common		review assessment data			
				review assessment data			

	T T	la	
	assessments	for positive trends at a	
		minimum of once per nine	
		weeks.	
	As a Professional		
	Development Development	F I	
	Development	Leadership Team Level	
	activity, PLCs	Beddership Team Bever	
	design specific	-PLC facilitator/ Subject	
	scaffolded lessons	Area Leader/ Department	
	essential in creating	Area Leader/ Department	
	appropriate lessons.	Heads shares data with the	
	TPT-SP	Problem Solving Leadership	
		Team.	
1		1	
1		-Data will be used to plan	
1	Teachers	for future supplemental	
1	implement the	instruction	
1	scaffolded lessons.	instruction	
	Teachers		
	implement		
	the common		
	assessments.		
	Teachers bring		
	assessment data		
1		1	
1	back to the PLCs.	1	
	PLCs study	1	
	students' responses	1	
 	to the scaffolded	1	
 	lessons.	1	
 		1	
 		1	
1		1	
	As a Professional	1	
	Development	1	
 	activity, PLCs	1	
	use data with	1	
	the problem-	1	
1	solving process	1	
1	to determine next	1	
	to determine next		

		steps in their comprehension			
		acquisition implementation.			
		PLCs record their work in the PLC logs			
Reading Goal #5A:	Level of	2013 Expected Level of Performance:*			
In grades 3-5, 42%	Performance:*				
of the following ALL CURRICULUM (Hispanic)					
student subgroups will					
score level 3 or higher on the 2012 FCAT Reading					
or the percentage of non- proficient students will decrease by 6%.					
	White:	White:			
	Black:	Black:			
	Hispanic: 36%	Hispanic: 42%			
		Asian:			
		American Indian:			

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify	Darrier		Who and how will the	How will the evaluation tool			
and define areas in need of improvement for the following			fidelity be monitored?	data be used to determine the			
subgroup:				effectiveness of strategy?			

5B. Economically	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
Disadvantaged students						
not making satisfactory	Common	Strategy	Who	Teacher Level	2-3x Per Year	
progress in reading.	Planning time is	<u>Strategy</u>	VV IIO	Teacher Bever	2 3X 1 Ct 1 Cdt	
progress in reading.	needed.	The purpose of		-Teachers reflect on lessons	FAIR On-going	
		this strategy is	_		Progress Monitoring in	
	Common time	to strengthen the	Principal	specific evidence of learning	comprehension	
	to plan strategies for providing	core curriculum.	•	and use this knowledge to	1	
	students with	Students'	-APC	drive future instruction.	- I	
	the "background	understanding of				
	experiences"	main idea, plot	-Reading Coach	-Teachers maintain		
	needed to	and Purpose will	-	documentation of their		
	help build a	improve through	-Reading Resource	biddenis progress towards	During Grading Period	
	stronger literacy	the implementation	Teacher	the SMART Goal developed		
	foundation.	of appropriately		in their PLC.		
	Teachers not	leveled	-Grade Level Reading		Teacher Made	
	trained in	instruction.as	Teachers	-Teachers chart their		
	scaffolding	well as through		students' individual progress	Assessments and CIM	
	techniques.	the development	<u>How</u>		Assessments	
		of background				
		knowledge.	Classroom walk-	F	SuccessMaker progress	
		Action Steps	throughs observing	PLC/Department Level	monitoring	
		Action Steps	this strategy.	-		
		PLCs will	Administrators will use the HCPS Informal	PLC unit assessment data	- Waterford Progress	
		familiarize	Observation Pop-	will be recorded	monitoring	
		themselves with the	In Form (EET tool).		I Ctation masses	
		content standards.	The C-CIM and DI		-I-Station progress monitoring	
				N. G. 31	momtoring	
			strategies will be added to the form.	PLCs will review unit		
			to the form.	assessments and document		
		PLCs will develop	-Evidence of strategy	the increase in the number		
		strategies for	. , , , , ,	of students reaching at least 80% mastery on units of		
		implementing	plans seen during	instruction.		
		appropriately	administration walk-	instruction.		
		leveled reading	throughs.			
		comprehension instruction.				
		msu ucuon.	-Monitoring data will	Grade level PLCs will		
			be reviewed every nine	share data with the Problem		
			weeks.	Solving Leadership Team.		
		PLCs come to		The Problem Solving		
		consensus on the	–	Leadership Team/Reading		
		use of common		Leadership Team will		
				review assessment data		

	assessments	for positive trends at a
		minimum of once per nine
		weeks.
	As a Professional	
		F I I I
	Development	Leadership Team Level
	activity, PLCs	Country Tour Ecve
	design specific	-PLC facilitator/ Subject
	scaffolded lessons	And London Durantees and
	essential in creating	Area Leader/ Department
	appropriate lessons.	Heads shares data with the
	TPT-TF	Problem Solving Leadership
		Team.
l		
1 I	L,	-Data will be used to plan
]	Teachers	for future supplemental
]	implement the	ior ratio supponental
1 I	scaffolded lessons.	instruction
	T 1	
	Teachers	
	implement	
	the common	
	assessments.	
	Tanaham baina	
	Teachers bring	
l	assessment data	
	back to the PLCs.	
	PLCs study	
	students' responses	
	to the scaffolded	
	lessons.	
	icosons.	
	1	
	1	
	[]	
l	As a Professional	
l	Development	
l	activity, PLCs	
	use data with	
l	the problem-	
l		
 	solving process	
	to determine next	

Reading Goal #5B: In grades 3-5, 44% of the following ALL CURRICULUM student subgroups (Ec. Dis.) will score level 3 or higher on the 2013 FCAT Reading or the percentage of non- proficient students will	steps in their comprehension acquisition implementation. PLCs record their work in the PLC logs 2013 Expected Level of Performance:*					
decrease by 6%.	44% 5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5C. English Language	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
Learners (ELL) not						
making satisfactory		Strategy	Who	Teacher Level	2-3x Per Year	
		Strategy	VV IIO	Teacher Dever	2 3x 1 Ct 1 Cut	
progress in reading.	-Lack of	ELLs (LYs/	-Principal	-Teachers reflect on lessons	FAIR On-going	
1		LFs) reading	-i ilicipai		Progress Monitoring in	
1		comprehension will	ΔPC	specific evidence of learning		
1	r -	improve through	-711 C	and use this knowledge to	1	
1	-Teachers	core content		drive future instruction.		
1		teachers (Reading,	-LOOL Teacher			
1	skill levels		-Reading Coach	-Teachers maintain		
1	regarding	Arts, Science,	Redding Coden	documentation of their		
1			-Reading Resource	students' progress towards	During Grading Period	
1			Teacher	the SMART Goal developed		
1		ESOL Strategy	reaction	in their PLC.		
•	als.	Checklist	-Grade Level Reading		Teacher Made	
1			Teachers	-Teachers chart their		
1	-ELLs at			students' individual progress	Assessments and CIM	
1	varying levels		How		Assessments	
	of				rissessments	
			-Classroom walk-	L		
1	English	Action Steps	throughs observing	N G/D	Γ Ι	
1	language		this strategy.	PLC/Department Level	SuccessMaker progress	
1	acquisition.		Administrators will	PLC unit assessment data	monitoring	
1		Resource Teacher	use the HCPS Informal	will be recorded		
1			Observation Pop-	will be recorded	- Waterford Progress	
1			In Form (EET tool).		monitoring	
1		development to	The C-CIM and DI			
1		all content area	strategies will be added	PLCs will review unit	-I-Station progress	
1		teachers on now to	to the form.	assessments and document	monitoring	
1		effective use the		the increase in the number		
1		ESOL Strategy	-Evidence of strategy	of students reaching at least		
1		Checklist.	in teachers' lesson	80% mastery on units of		
1			plans seen during	instruction.		
1			administration walk-			
			throughs.			
		PLCs write ELL				
			-Monitoring data will	Grade level PLCs will		
1			be reviewed every nine	share data with the Problem		
		weeks of material.	weeks	Solving Leadership Team.		
		(For example,		The Problem Solving		
		during the first nine	-	Leadership Team/Reading		
		weeks, 75% of the		Leadership Team will		
		ELL students will		review assessment data		

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	score an 80% or	for positive trends at a			
	above on each unit	minimum of once per nine			
	of instruction.)	weeks.			
	, i				
	At the end of the				
		F			
	unit, teachers	Leadership Team Level			
	give a common	Leadership Team Level			
	assessment	DI C fo cilitatan/ Subject			
	identified from the	-PLC facilitator/ Subject			
	aara aurriaulum	Area Leader/ Department			
	material	Heads shares data with the			
	material.	Problem Solving Leadership			
		Team.			
	3. Teachers bring	ream.			
	ELL assessment	D : 111 1: 1			
	data back to the	-Data will be used to plan			
	PLCs.	for future supplemental			
	I LCs.	instruction			
	4. D 1 4				
	4. Based on the				
	data, teachers				
	discuss strategies				
	that were effective				
	for ELL students.				
	ior EEE students.				
	5 Dec. 1 41-				
	5. Based on the				
	data, teachers				
	decide what skills				
	need to be re-				
	taught to targeted				
	students using DI				
	to almi mass				
	techniques.				
	1				
	6. Teachers provide				
	Differentiated				
	Instruction to				
	targeted students				
	(remediation and				
	enrichment).				
	1				
	7. PLCs record				
	their work in logs.				
 	mon work in logs.				
 	1				
1	1				
·	•				

Reading Goal #5C:. In grades 3-5, 29% of the following ALL CURRICULUM (ELL) student subgroups will score level 3 or higher on the 2013 FCAT Reading or the percentage of non- proficient students will decrease by 7%.	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	29%	36%					
	-					5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5D. Students with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
ob. Students with	D.1.	DD.1.	DD.1.	56.1.	DD.1.	
Disabilities (SWD) not		G	****	n , , ,	n w	
making satisfactory		Strategy	<u>Who</u>	Teacher Level	2-3x Per Year	
progress in reading.	Not enough	CAND 1.	n · · · 1	-Teachers reflect on lessons	EAIR On-going	
	time for General	SWDs reading	-Principal		Progress Monitoring in	
	Education	comprehension	_{4.D}	specific evidence of learning		
	leachers to	will improve	-AP	and use this knowledge to	comprehension	
	pian with LSL	by <u>connecting</u>		drive future instruction.		
ļ	teachers.	individual needs	-School Psychologist	drive ratare mistraction.		
		to instruction as	EGE T 1	Teachers maintain	During Grading Period	
		outlined in the	-ESE Teachers	documentation of their		
	General	IEP.	-Reading Coach	students' progress towards		
	Education		-Reading Coach	the SMART Goal developed	L	
l l	teachers not		Dandina Danasana	in their PLC.	l'eacher Made	
	trained in	Actions Steps	-Reading Resource Teachers		A 1 CD f	
	Condociative	Actions Steps	reachers	Teachers chart their	Assessments and CIM	
	Teaching.	1. General ed. and/	-Grade Level Reading	students' individual progress	Assessments	
		or SWD teachers	Teachers	towards the SMART Goal.		
		will familiarize	i eachers	ovaras une sivir irri soun.	-	
		themselves with	How_	L	- SuccessMaker progress	
		each student's	110W		monitoring	
		IEP goals,	Classroom walk-	PLC/Department Level		
		strategies and	1 1 1		- Waterford Progress	
			L1 · · · ·	PLC unit assessment data	monitoring	
		decommodations.	Administrators will	will be recorded		
		2. Every nine	use the HCPS Informal		-I-Station progress	
			Observation Pop-		monitoring	
		Ed and/or SWD	r P (PPT (1)	PLCs will review unit	· ·	
		teacher reviews	- a and 1 nr	assessments and document		
		students' IEPs	l	the increase in the number		
		to ensure that all	l 1 c	of students reaching at least		
		students' IEP goals,		80% mastery on units of		
		strategies and	-Evidence of strategy	instruction.		
			in teachers' lesson	instruction.		
		are being	plans seen during			
			administration walk-			
		fidelity.	throughs.	Grade level PLCs will		
				share data with the Problem		
		Using student	-Monitoring data will	Solving Leadership Team.		
		data, every nine	be reviewed every nine	The Problem Solving		
			weeks	Leadership Team/Reading		
		the report card)		Leadership Team will		
		SWD students	F	review assessment data		

	•				
		will receive	for positive trends at a		
1		an Individual	minimum of once per nine		
		Education Plan	weeks.		
		Progress Report			
		to inform parents			
			-		
		of the students'			
		progress toward	-		
		mastering their			
		IEP goals and	-		
		strategies.	r 1 1' m r 1		
		strategies.	Leadership Team Level		
		4.Across all content	DI C C :1:4 / C 1: 4		
			-PLC facilitator/ Subject		
		areas, ESE and	Area Leader/ Department		
		General Education	Heads shares data with the		
		Teachers will	Problem Solving Leadership		
		review <u>SWD</u> IEP	Team.		
		goals based on			
		each nine weeks of	-Data will be used to plan		
		material			
		materiai	for future supplemental		
			instruction		
Reading Goal #5D:	2012 Current	2013 Expected Level			
reducing Godi mod.	Level of	of Performance:*			
	Performance:*				
In grades 3-5, 25%					
of the following ALL					
CURRICULUM (SWD)					
student subgroups will					
score level 3 or higher on					
the 2012 FCAT Reading					
or the percentage of non-					
proficient students will					
decrease by 8%.					
decrease by 670.					
		1			1

17%	25%					
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through **Professional** Learning **Community (PLC)** or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic Grade Level/

Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

Reading Comprehension 3-5/Reading

-Reading Coach

-All teachers school-wide

-PLCs

-Weekly PLCs: Ongoing

Administrators conduct targeted classroom walk-throughs to monitor Reading Comprehension Strategy

-Principal

-PLC Facilitators implementation

-Assistant Principal

End of Reading Goals

Elementary or Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Elementary School Mathematics Goals	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.		
	1.1.	1.1.	1.1.		1.11.		
scoring proficient in		Stuatogy	Who Dain aire al	-Teachers maintain	0		
mathematics (Level 3-5).		<u>Strategy</u>	Who-Principal	documentation of their	2x per year_		
	Teachers are	C4 1 4 2 41.	-Assistant Principal		District Densities and		
			-Assistant Frincipal		District Baseline and		
	levels at Higher	ability will increase due to DI	-Team Lead	the SMART Goal developed	Mid-Year Testing		
	Order Thinking	and teachers' use	10000	in their PLC.			
	techniques.	and teachers use	-Math Resource	T 1 1 (1)	⊢ I		
		of Higher Order		-Teachers chart their			
		Thinking questions	-Tech resource	students' individual progress			
		and problem		towards the SMART Goal.	Period_		
		solving activities.	-SAC Chair		Com Comic Lon		
		Teachers will			-Core Curriculum		
	. ^	focus on questions			Assessments (pre, mid,		
		that require	II DIG		end of unit, chapter, etc.)		
		students to go	How-PLC minutes				
	r. ^ .	beyond lower level					
	the use of	thinking. These	available for reading.		-SuccessMaker reports		
	L	types of questions			Successiviance reports		
		include open-			-FASTTMath reports		
		ended questions	l		· ·		
			-Evidence of strategy				
			in teachers' lesson				
			plans seen during				
			administration walk-				
		addition, students	throughs.				
		will be asked to					
		agree/disagree with other					
		students'					
		responses and expand on that.				1	
		Expand on that. Teachers will use					
		differentiated					
		activities such as				1	
		tiered lessons,					
		when appropriate.					
		Action Steps					
		ACTION STEPS					
		- Math resource					
		teacher will model					
		effective lessons					
		using many of					
		using many or				1	

the higher order	 	
thinking questions		
and problem		
solving activities.		
-Teachers will		
attend the Hot		
Talks, Cool Moves		
training as a faculty		
and will use the		
techniques learned		
techniques realned		
on a regular basis.		
<u> </u>		
-Teachers will		
encourage the		
use of the New		
Common Core		
Standards of		
mathematical		
Practices when		
engaging students		
in problem solving		
activities.		
-Each Grade Level		
will participate in		
a lesson study with		
the Math Resource		
The design of the		
Teacher and other		
grade level teachers		
incorporating the		
HOT Talks, Cool		
Moves Strategies.		

Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 44% to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	44%	50%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students 2	.1.	2.1.	2.1.	1.1.	1.1.	<u> </u>
	.1.	2.1.	2.1.	1.1.	1.1.	
scoring Achievement		G4 4	A 1	T 1 '		
Levels 4 or 5 in		<u>Strategy</u>	Administrative Team		2x per year	
mathematics.	Teachers are	. Students' math		documentation of their		
	t varying skill				District Baseline and	
				the SMART Goal developed	Mid-Year Testing	
		and teachers' use	Math resource	in their PLC.		
			Tech resource	-Teachers chart their	-	
		Thinking questions	rech resource	students' individual progress	During the Creding	
			SAC Chair	towards the SMART Goal.	Period Period	
L		solving activities.	SAC Chair	towards the SMAKT Goal.	<u>Ferrod</u>	
			How		-Core Curriculum	
		focus on questions	IIOW		Assessments (pre, mid,	
			-PLC minutes will		end of unit, chapter, etc.)	
	nstruction.	students to go	document discussions		cha of anti, chapter, etc.)	
		beyond lower level	on Higher Level			
		thinking. These	Questioning.			
		types of questions	Questioning.		-SuccessMaker reports	
		include open-	-SMART Goals will			
		ended questions	be written for students		-FASTTMath reports	
		and questions in	based on the use of			
		winch students	Higher Level Questions			
		must explain then	riighei Level Questions			
		reasoning. In				
		addition, students				
		will be asked to				
		agree/disagree				
		with other				
		students'				
		responses and				
		expand on that.				
		Teachers will use				
		differentiated				
		activities such as				
		wnen appropriate.				
		Action Stens				
		<u>action piebs</u> .				
		-Grade level				
		PLCs will use the				
		tiered lessons, when appropriate. Action Steps.				

 <u>. </u>	 	
new math Global		
Concept Guides		
to determine when		
to incorporate		
differentiated		
instruction into		
each concept.		
caen concept.		
- Math resource		
Teacher works with		
teachers to model		
effective lessons		
using differentiated		
instruction and/		
or Higher Level		
Questioning		
strategies.		
-PLCs use common		
assessments		
to drive the		
differentiated		
instruction lessons.		
instruction ressons.		
-As a Professional		
Development		
activity in their		
PLCs, teachers		
spend time sharing,		
researching,		
teaching and		
modeling research-		
based differentiated		
instruction best-		
practices strategies.		
In addition, math		
teachers visit		
demonstration		
classrooms where		
DI is emphasized.		
Di is cimpilasizeu.		

Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 13% to 21%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13%	21%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
1	5.1.	5.1.	5.1.	5.1.	5.1.	
students making learning		C	A 1		2	
gains in mathematics.		<u>Strategy</u>	-Administrative Team		2x per year	
	-Teachers not	G 1 1 1 1	-Math Resource	documentation of their	B: B 1: 1	
	familiar with the	Students' math			District Baseline and	
	Plan-Do-Check-	achievement	-Math Curriculum	the SMART Goal developed	Mid-Year Testing	
	Act model.	improves through	Committee	in their PLC.		
		teachers working			_	
		collaboratively	SAC Chair	-Teachers chart their		
	familiar with the			students' individual progress	During the Grading	
	Backward design Model	student learning.		towards the SMART Goal.	Period	
	iviodei	Specifically, they	How			
	-Teachers		110W_		-Core Curriculum	
	not trained in	Do-Check-Act	-PLCS turn their logs		Assessments (pre, mid,	
	Collaborative	model and log to	into administration and	LEG Department Level	end of unit, chapter, etc.)	
		structure their way		PLC unit assessment data		
		of work. Using	instruction is complete.			
		the backwards			-SuccessMaker reports	
		design model for	-PLCs receive feedback		Successiviance reports	
		units of instruction,	on their logs.		-FASTTMath reports	
		teachers focus on		PLCs will review unit	•	
		the following four	-Administrators and	assessments and document		
		questions:		the increase in the number		
		4 1771		of students reaching at least		
		1. What is it we		80% mastery on units of		
		expect them to learn?	-Progress of PLCs	instruction.		
		learn?	discussed at Leadership			
		2. How will we	Team			
		know if they have learned	-Administration shares	Grade level PLCs will		
		it?		share data with the Problem		
		11.1	with staff on a monthly	Solving Leadership Team.		
		3. How will we	basis.	The Problem Solving		
				Leadership Team/Reading		
		respond if they don't		Leadership Team will		
		learn?		review assessment data		
		icaiii!		for positive trends at a		
		4. How will we		minimum of once per nine		
		respond if		weeks.		
		they already				
		know it?		L		
		KHOW It!				
		Actions/Details		Leadership Team Level		
		ACTIONS/DICTARIS	l			

			-PLC facilitator/ Subject		
		-This year, the	Area Leader/ Department		
		Math Curriculum	Heads shares data with the		
		Committee PLCs	Problem Solving Leadership		
		discuss common	Team.		
		end-of-chapter			
		assessments. The	-Data will be used to plan		
		assessments will	for future supplemental		
		be identified/	instruction		
		generated prior to			
		the teaching of the			
		unit.			
		0 1 1 1/			
		-Grade level/			
		like-course PLCs			
		use a Plan-Do-			
		Check-Act "Unit			
		of Instruction"			
		log to guide their			
		discussion and			
		way of work.			
		Discussions are			
		summarized on log.			
Mathematics Goal #3:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
Points earned from students					
making learning gains on the					
2013 FCAT Math will increase					
from 47 points to 52 points.					
F					

	47	52					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

<u> </u>	L.	i		la a	L	
	4.1.	4.1.		4.1.	4.1.	
students in Lowest 25%						
making learning gains in	-Lack of time	Strategy/Task_	4.1.	Tracking of MRT's	2x per year	
mathematics.	for individual			participation in PLCs.		
mathematics.	grade levels to	Students' math	Who		District Baseline and	
	plan with Math	achievement			Mid-Year Testing	
		improves	Administration	interactions with teachers	ivina real resums	
		through teachers'		(planning, co-teaching,		
	1 Cucifors	collaboration with	Math Resource Teacher	modeling, de-debriefing,	F	
		the Meth Deserves	1,14011 11000 01100 1 0401101	modernig, de-deoriernig,	Description of the Compatitudes	
		the Math Resource	SAC Chair		During the Grading	
	of Knowledge question	Teacher	Bric Chan	and walk throughs.	Period_	
	hierarchy					
	inclaicity	Actions/Details		-Administrator-Instructional		
	1			MRT meetings to review log		
		THUIT ILESOUTEE		and discuss action plan for	end of unit, chapter, etc.)	
		Teacher		coach for the upcoming two		
			-Review of PLC	weeks.		
		-The Math	minutes			
		Resource Teacher			-SuccessMaker reports	
			-Review Math		EACTED 6 d	
		conducts one-on-	Resource Teacher's log		-FASTTMath reports	
		one data chats with	of support to targeted			
		individual teachers	teachers.			
		using the teacher's				
		student past and/or	-Administrative			
			walk-throughs of			
			MRTworking with			
			teachers (either in			
			classrooms, PLCs or			
			planning sessions)			
		subjects' PLCs to:	pranimg sessions)			
		subjects PLCs to.				
		D 114 / 1				
		Facilitate lesson				
		planning that				
		embeds rigorous				
		tasks				
	1					
	1	Facilitate				
		development,				
		writing, selection				
		of higher-order,				
		text-dependent				
		questions/activities,				
		with an emphasis				

	on Webb's Depth		
	of Knowledge		
	question hierarchy		
	question merarchy		
	Facilitate the		
	planning for		
	interventions and		
	the intentional		
	grouping of the		
	students		
	-Using walk-		
	through data, the		
	unough data, the		
1	Math Resource		
1	Teacher and		
]	administration		
]	identify teachers		
l	for support in		
l	oo planning		
	co-planning,		
	modeling, co-		
	teaching, observing		
	and debriefing.		
l			
l			
l			
	Leadership Team		
	and Coach		
	- the Math		
]	Resource Teacher		
]	meets with the		
	micels with the		
	principal/APC to		
	map out a high-		
]	level summary plan		
1	of action for the		
	school year.		
]			
	-At least once		
	At least office		
]	a month, the		
]	academic coach		
	meets with the		
	principal/APC to:		
	<u> </u>		
 	Review log and		
	r-review log allu		

Mathematics Goal #4:	2012 Current	work accomplished and Develop a detailed plan of action for the next two weeks. 2013 Expected Level					
Points earned from students in Lowest 25% making learning gains on the 2013 FCAT Math	Performance:*	of Performance:*					
will increase from 45 points to 50 points.							
	45	50					
		4.2.	4.2.	4.2.	4.2.	4.2.	

		i		i e	•	•	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier	Strategy	Flucinty Check	Strategy Data Cheek	Student Evaluation 1001		
to "Guiding Questions", identify			0071 1.1 211.4	m 314 1 2 4 1			
and define areas in need of			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the			
improvement for the following			ildenty be infolitiored?	effectiveness of strategy?			
subgroup:				effectiveness of strategy:			
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
5. Ambitious but							
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Math Goal #5:							
"As of 9/18/2012 No Data							
Available"							

5 A. C4 1 1 1 1 1 1	5 A 1	5A.1.	5A.1.	5A.1.	5A.1.	1
5A. Student subgroups by	JA.1.	DA.1.	DA.1.	5A.1.	5A.1.	
ethnicity (White, Black,	L		L.,			
Hispanic, Asian, American	White:	<u>Strategy</u>	<u>Who</u>	Teacher Level	2x per year	
Indian) not making	Black:	-Student math scores	l	-Teachers maintain	L	
satisfactory progress in	Diack.	will improve through	- Administration		District Baseline and	
mathematics	Hispanic:	small group "guided"		students' progress towards	Mid-Year Testing	
		instruction based	- Math resource	the SMART Goal developed		
	Students not receiving	on students' needs.	Teacher	in their PLC.	⊢ I	
	academic	Small groups can be	N 4 T 1			
		in the class or after school programs such	- Math Teachers	-Teachers chart their	During the Grading Period	
	of math			students' individual progress	<u>Period</u>	
	classroom	as LLT and SLS	-PLC facilitators	towards the SMART Goal.	-Core Curriculum	
	instruction.	Action Steps	-SAC Chair			
	msu uction.				Assessments (pre, mid,	
	l	1. Identify students	How		end of unit, chapter, etc.)	
	- Lack pre-	in lowest quartile	now_	PLC/Department Level		
	requisite skills	1/ + 1/1	-Review of PLC			
			minutes	PLC unit assessment data	-SuccessMaker reports	
		2. Schedule	innuces	will be recorded		
	Asian:	students into	- FasttMath reports		-FASTTMath reports	
		appropriate				
	American Indian:	intensive math	- SuccessMaker reports	DI C :11 : ::		
		course.		PLCs will review unit assessments and document		
			- ELP/SES attendance	the increase in the number		
		3. Utilize online		of students reaching at least		
		tutorials and		80% mastery on units of		
		practice within		instruction.		
		these classes		msu uction.		
		4.7.1 .: 6 1				
		4.Identify students				
		who need practice		Grade level PLCs will		
		with basic math		share data with the Problem		
		facts.		Solving Leadership Team.		
		5.Provide time		The Problem Solving		
				Leadership Team/Reading		
		for students to use the FasttMath		Leadership Team will		
		computer program		review assessment data		
		to improve basic		for positive trends at a		
		number fact skills.		minimum of once per nine		
		namoer fact skills.		weeks.		
		6.Provide extended				
		Guided Math		L		
		Caraca mani				

		time to identified students. 7.PLCs write SMART goals based on students' needs.	Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction		
TYTEMET COME WETT.	Level of Performance:*	2013 Expected Level of Performance:*			

	Black: Hispanic:42% Asian: American Indian:	White: Black: Hispanic:48% Asian: American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.				5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5B. Economically	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	l
Disadvantaged students	JB.11.	DD.11.	DD.1.	55.1.	DD.1.	
		3 - Students'	W/h o	Teachers maintain	21, 20, 21, 20, 21	
not making satisfactory			Who_		2x per year_	
progress in mathematics.		math skills will	AP	documentation of their	District Descript and	
					District Baseline and	
		the use of software		the SMART Goal developed	Mid-Year Testing	
		designed to improve students'	Principal	in their PLC.		
	~ ~	knowledge of basic	T I	-Teachers chart their	- 1	
		skills.	Team Leaders		Demin a tha Guadin a	
	instruction.		Math resource	students' individual progress towards the SMART Goal.	Period Period	
		Small group	Main resource	lowards the SMART Goal.	<u>Period</u>	
			Taahmalaari maaayimaa		-Core Curriculum	
	^	remediation will	Technology resource	-		
	-		SAC Chair		Assessments (pre, mid,	
		meet the needs of	BAC CHall	<u> </u>	end of unit, chapter, etc.)	
			Harr	PLC unit assessment data		
		the students.	<u>How</u>	will be recorded		
			-PLC logs maintained		-SuccessMaker reports	
			and stored in a PLC		_	
			binder available for		-FASTTMath reports	
			reading.Administration	PLCs will review unit		
			provides feedback.	assessments and document		
		needed additional	provides recuback.	the increase in the number		
		support.	-Team re-grouping of	of students reaching at least		
			students by teacher	80% mastery on units of		
			and topic/lesson	instruction.		
			documented in lesson			
			plans and/or PLC			
		will collaborate and				
		regroup students		Grade level PLCs will		
				share data with the Problem		
			throughs observing this	Solving Leadership Team.		
			strategy	The Problem Solving		
		Teachers will	ышыбу	Leadership Team/Reading		
		determine the math		Leadership Team will		
		skills targeted for		review assessment data		
		the weekly sessions		for positive trends at a		
		based on student		minimum of once per nine		
		performance during		weeks.		
		the previous week.				
		r		-		
		3. Students will		Leadership Team Level		
		attend either a re-		Leadership Team Level		

	2012 Current Level of	teach or enrichment session. 4. Re-teach sessions will be assed with a mini-assessment to demonstrate mastery. 2013 Expected Level of Performance:*	-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction		
In grades 3-5, 49% of the "Economically Disadvantaged" All Curriculum Student subgroups will score a level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 6%	Performance:*				
	43%	49%			

		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5C. English Language	5C.1.	5C.1.	5C.1.	5C.1.	5C.1
Learners (ELL) not					
making satisfactory		Strategy	Who_	Teachers	
progress in mathematics.		Stratezy	· · · · · · ·	- CHESTER - CHES	.2x per year
progress in mathematics.	-ELLs at	ELLs (LYs/LFs)	-Principal/AP	-Teachers maintain	
		math skills will		documentation of their	District Baseline and
		improve through	-Math Resource	students' progress towards	Mid-Year Testing
		math teachers	Teacher	the SMART Goal developed	
		incorporating daily		in their PLC.	L
		math vocabulary	-ESOL Resource		
		into the math	Teacher	-Teachers chart their	During the Grading
		lessons.		students' individual progress	<u>Period</u>
	-ELL "CALP"		-SAC Chair	towards the SMART Goal.	
	in math				-Core Curriculum
	vocabulary is		<u>How</u>		Assessments (pre, mid,
	limited.	Action Steps		DI C/D	end of unit, chapter, etc.)
			-Administrative and	PLC/Department Level	
		1.ESOL Resource		PLC unit assessment data	
		Teacher (ERT)			-SuccessMaker reports
		provides "CALP"		will be recorded	-Successivianci Teports
		inati to cate and j	-Lesson plans		-FASTTMath reports
		illioilliation to an	document instruction of		
		teachers.	math vocabulary.	PLCs will review unit	
				assessments and document	
		2. Litti illoudis	-PLC minutes	the increase in the number	
		ressens asing		of students reaching at least	
		ESOL Strategies.		80% mastery on units of	
				instruction.	
		3 Math PLCs			
		write ELL SMART			
		goals based on			
		each nine weeks		Grade level PLCs will	
		of material. (For		share data with the Problem	
		example, during		Solving Leadership Team.	
		the first nine		The Problem Solving	
		weeks, 75% of the		Leadership Team/Reading	
		ELL students will score an 80% or		Leadership Team will	
		above on each unit		review assessment data	
		of instruction.)		for positive trends at a	
		or msu ucuon.)		minimum of once per nine	
		4. As a		weeks.	
		Professional			
		Development		 -	
		Development			

		Instruction to targeted students (remediation and enrichment). 11. PLCs record their work in logs.					
Mathematics Goal #5C: In grades 3-5, 42% of the "ELL" All Curriculum Student subgroups will score a level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 6%	Level of Performance:*	2013 Expected Level of Performance:*					
	36%	42%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	,	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1	
Disabilities (SWD) not						
making satisfactory		Strategy	Who	Teacher Level	2v mar vaar	
progress in mathematics.					.2x per year	
progress in mathematics.	-Understanding	SWDs math skills	Principal	-Teachers maintain		
	data and the	will improve	h	documentation of their	District Baseline and	
	students'	by connecting	Assistance Principal	F8	Mid-Year Testing	
	disability	individual needs	ESE Teacher	the SMART Goal developed		
	to make	to instruction as		in their PLC.	⊢ I	
	instructional	outlined in the	Math Teacher	T 1 1 1 1 1	Daning the Conding	
		IEP. (Reading and	l	-Teachers chart their	During the Grading	
		Math IEP goals	Math Resource Teacher	students' individual progress towards the SMART Goal.	<u>Period</u>	
	-For general education	will be taken into		towards the SMART Goal.	-Core Curriculum	
	teachers,	consideration.)			Assessments (pre, mid,	
	understanding		How-		end of unit, chapter, etc.)	
	the IEP and	⊢		PLC/Department Level	ona or anni, onapion, oic.)	
	instructional	Actions Steps	IEP Progress Reports			
	accommodatio	Actions Steps	reviewed by AP.	PLC unit assessment data		
	ns	1. Math General Ed	-Specific SWD strategies	will be recorded	-SuccessMaker reports	
		and SWD teachers	will be documented in		-FASTTMath reports	
	-Lack of	will familiarizing	lesson plans.		-FAST Tiviatii reports	
	common	themselves with		DI C. 111 i		
	planning	each student's		PLCs will review unit assessments and document		
	time between	IEP goals,		the increase in the number		
	general	strategies and		of students reaching at least		
	education and	accommodations.		80% mastery on units of		
	ESE teachers.			instruction.		
		Every nine		instruction.		
		weeks the Math				
		General Ed and				
		SWD teacher		Grade level PLCs will		
		review students'		share data with the Problem		
		IEPs to ensure		Solving Leadership Team.		
		that all students'		The Problem Solving		
		IEP goals,		Leadership Team/Reading		
		strategies and accommodations		Leadership Team will		
		are being		review assessment data		
		implemented with		for positive trends at a		
		fidelity.		minimum of once per nine		
		indenty.		weeks.		
		3. Math PLCs write				
		SWD SMART		–		

	<u>.</u>	
1	goals based on	Leadership Team Level
	each nine weeks	
	of material. (For	-PLC facilitator/ Subject
	example, during	Area Leader/ Department
	the first nine	Heads shares data with the
	weeks, 75% of the	Problem Solving Leadership
	SWD students will	Team.
	SWD students will	l cause
	score an 80% or	-Data will be used to plan
	above on each unit	-Data will be used to plain
	of instruction.)	for future supplemental
		instruction
	4. As a	
	Professional	
 	Development	
1	activity in their	
 	PLCs, teachers	
	discussing	
1	implementation	
	of IEP strategies	
	and modifications-	
	Benchmark mini	
	assessments	
	-Unit and/	
	or Segment	
	assessments	
	5. PLC teachers	
1	instruct students	
	implementing	
	IEP strategies and	
1	accommodations.	
	accommodations.	
 	C A44ha c 1 1 C	
1	6. At the end of	
	the unit, teachers	
	give a common	
1	assessment	
 	identified from the	
	core curriculum	
	material.	
	7. Based on the	
	data, teachers	
	discuss techniques	
	uiscuss teciniiques	

	•				
		that were effective			
		for SWD students.			
		8. Based on the			
		data, teachers			
		decide what			
		skills need to re-			
		taught to targeted			
		students using DI			
		techniques.			
		Teachers provide			
		Differentiated			
		Instruction to			
		targeted students			
		(remediation and			
1	ĺ	enrichment).			
		<i>'</i>			
		10. PLCs record			
		their work in logs.			
		then work in logs.			
Mathematics Goal #5D:	2012 Current	2013 Expected Level			
Mathematics Goal #3D.	Level of	of Performance:*			
	Performance:*				
In grades 3-5, 38% of the					
"SWD" All Curriculum					
Student subgroups will					
score a level 3 or higher on					
the 2013 FCAT Math or the	ĺ				
percentage of non-proficient	1				
students will decrease by	ĺ				
7%	ĺ				
	ĺ				
	210/	38%			
	31%	P070			
				I	

	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PLC activity. PD Content /Topic	r Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	J	and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		Ç
ESOL Strategies/Math	3-5	PLC Leader PLC Leader	All 3-5 Teachers	meetings) First Nine Weeks	Review ESOL Strategies Checklist	ELL Teachers, Math resource Teacher
"HOT Talk Cool Moves"	K-5	District Math Trainer	All Teachers	Sept. 18 & 19	Review lesson plans which include Higher Order Thinking skills	Math Resource Teacher

End of Mathematics Goals

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Elementary and Middle School Science Goals

Science Goals	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

E DOLD O O I	1.	TD 1		1 1	1 1	1 1	
1. FCAT 2.0: Students	1.	Teachers	1.1. Strategy	1.1.	1.1.	1.1.	
scoring proficient (Level		are at					
3-5) in science.		varying	The purpose of	Who_		2-3x Per Year	
		SKIII ICVCIS	this strategy is		documentation of their		
		iii tiic usc	to strengthen		students' progress towards	- I	
		of Belefice	the core		the SMART Goal developed	District-level baseline	
		NOLCOURS	curriculum.	-Science Resource		and mid-year tests	
		and the	Students'			baseline and two	
		rigor	science skills		Freachers chart then	additional progress	
		capecicu	will improve		students individual progress	exams.	
		at then	through the use	<u>How</u>	towards the SMART Goal.	CAdilis.	
		grade	of the Student				
			Science	-PLC logs maintained and			
			Notebooks.	available to read-Evidence	PLC/Department Level	During Grading Period	
				or strategy in teachers	PLC/Department Level	Duning Grading 1 cried	
				lesson plans seen during	PLC unit assessment data	- Mini Assessments	
				administration walk-	will be recorded		
			Action Steps	throughs.	win se recorded	-Unit assessments	
			1. Teachers	-Classroom walk-throughs			
			will be trained	observing this strategy.	PLCs will review unit		
				Specific strategy. PSL1	assessments and document		
				will create a walk-inrough	the increase in the number		
				fidelity monitoring tool	of students reaching at least		
				that includes all of the	80% mastery on units of		
			Effective	SIP strategies. This	instruction.		
				walk-through form will			
			Strategies in	be used to monitor the			
			the classroom.	implementation of the SIP			
				strategies across the entire	Grade level PLCs will		
				faculty	share data with the Problem		
	1				Solving Leadership Team.		
	1		2. Science		The Problem Solving		
			Resource		Leadership Team/Reading		
			Teacher will		Leadership Team will review		
			serve as a		assessment data for positive		
			facilitator to		trends at a minimum of once		
			work with		per nine weeks.		
			individual				
	1		teachers in		L		
	1		coaching		l , ,		
	1		cycles to		Leadership Team Level		
			improve useage		-PLC facilitator/ Subject		
	1				ri Le iacilitatoi/ Subject	ľ	

		and content of Student Science Notebooks. 3. Notebooks & strategies will be discussed in PLC meetings.	Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction		
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 27% to 39%.	Level of	2013 Expected Level of Performance:*			
	27%	39%			

T T	h	Not enough	Strategy is to use a	1 2	1.2.	12
	2.	science	3. variety of nonfiction text	1.2. <u>Who</u>	1.2.	1.2. <u>2-3x Per Year</u>
		content	across the curriculum			
		reading	to expand student	-Administration Team	-Teachers maintain	
		taking place	vocabulary and content		documentation of their	
		during the	knowledge while also	-Reading Resource	students' progress	District-level baseline and mid-
		school day.	reinforcing reading	Trouble of the second of the s	towards the SMART	year tests baseline and two
			skills.	- Science Resource	Goal developed in	additional progress exams.
				Science Resource	their PLC.	
		4	Action Steps	-SAC Chair		
			_	571C Chun	-Teachers chart their	
			Incorporate the use of	How_	students' individual	During Grading Period
			National Geographic		progress towards the	
		ļ	magazine articles, Nat Geo	-PLC logs maintained and	SMART Goal.	- Mini Assessments
	1		textbook "Become An	available to read-Evidence		
				of strategy in teachers'	L	-Unit assessments
			appropriate areas of the	h i i i		
			Reading Block and RTI -		PLC/Department Level	
		i i	Remediation and Enrichment.	administration walk-		
					PLC unit assessment	
					data will be recorded	
				-Classroom walk-throughs		
				observing this strategy.		
				Specific strategy. PSLT will		
				create a walk-through fidelity	PLCs will review	
				monitoring tool that includes		
				all of the SIP strategies.	document the increase	
				This walk-through form	in the number of	
				will be used to monitor the	students reaching at	
				implementation of the SIP	least 80% mastery on	
				strategies across the entire	units of instruction.	
				faculty		
	1					
	1				Grade level PLCs	
					will share data with	
					the Problem Solving	
	1				Leadership Team.	
	1				The Problem Solving	
	1				Leadership Team/	
					Reading Leadership	
					Team will review	
	1				assessment data for	
	1				positive trends at a	
					minimum of once per	
					minimum of once per	

		nine weeks.	
		_	
		Leadership Team Level	
		-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.	
		-Data will be used to plan for future supplemental instruction	

		1	li o		
1.3. Not a	1.3. Students'	1.3. <u>Who</u>	1.3.	1.3. <u>2-3x Per Year</u>	
teachers pla	comprehension of				
for higher o	dercourse content/	-Administration Team	-Teachers maintain		
questions pr	or standards increases	- Administration Team	documentation of their	Γ Ι	
to teaching	ne through participation	-Reading Resource	students' progress	District-level baseline and mid-	
lesson.	in higher order	Reading Resource	towards the SMART	year tests baseline and two	
	thinking / questioning	- Science Resource	Goal developed in	additional progress exams.	
-Not all	techniques to promote	Science Resource	their PLC.	[
teachers kno	Lagrania de la companya de la compa	-SAC Chair			
how to ask	problem-solving skills.	SAC Chan	-Teachers chart their		
higher order	-	How	students' individual	During Grading Period	
open-ended	teachers implement	HOW_	progress towards the		
questions	a variety or series of	-PLC logs maintained and	SMART Goal.	- Mini Assessments	
questions during	questions/prompts to	available to read-Evidence			
instruction.	challenge students	of strategy in teachers'	L	-Unit assessments	
instruction.	cognitively, advance	lesson plans seen during			
-Not all	high level thinking and	administration walk-	PLC/Department Level		
teachers	discourse, and promote	throughs.	DI C		
are able to	meta-cognition.	illoughs.	PLC unit assessment		
are able to attend HOT	ľ	-Classroom walk-throughs	data will be recorded		
trainings.	Action Steps	observing this strategy.			
trainings.	Action Steps	Specific strategy. PSLT will			
-Not all		create a walk-through fidelity	DI C '11 '		
teachers	F	monitoring tool that includes			
involve	The Science Resource		unit assessments and		
		This walk-through form	document the increase		
students	Teacher provides		in the number of		
in leading	support in higher order	will be used to monitor the	students reaching at		
discussions.	strategies during team	implementation of the SIP	least 80% mastery on		
NT. (.11	planning and PLCs.	strategies across the entire	units of instruction.		
-Not all	Within DL Co. toook	faculty			
teachers	-Within PLCs, teachers				
anticipate	discuss how to		G 1 1 177 G		
	to scaffold questions and		Grade level PLCs		
determine it			will share data with		
child is at the			the Problem Solving		
	ce students for upcoming		Leadership Team.		
to be enrich	d, lessons.		The Problem Solving		
re-teach or	1		Leadership Team/		
taught at the	-Teachers design higher	7	Reading Leadership		
core level.	order questions to		Team will review		
	increase rigor in lesson		assessment data for		
	plans and promote		positive trends at a		
	student accountable		minimum of once per		

talk. nine weeks. -Within PLCs, teachers
plan and write for higher order questions in upcoming lessons. -During the lesson, teachers frequently ask higher order questions. The leacher responds to students' correct answers by probing for higher-level understanding in an effective manner. -During the lesson, teachers successfully engage all students in the discussion. -Students formulate many of the high-level questions and ensure that all voices are heard. -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective.

Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
achievement data, and reference to "Guiding Questions", identify	Barrier				Tool	
and define areas in need of improvement for the following group:				How will the evaluation tool data be used to determine the effectiveness of strategy?		

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in science.		The Science	Who	-Teachers maintain	2-3x Per Year	
Ecvels 1 of 5 in science.		Curriculum		documentation of their		
	Lack of			students' progress towards	_	
	classroom time	meet monthly		the SMART Goal developed	D' - (' - 1 1 1 1 1 1 1 1 1 1	
	for students	to discuss ways	-Science teachers	in their DI C	District-level baseline	
	to research	to help students			and mid-year tests	
	science topics	complete	-Science Resource		baseline and two	
	and "publish"	"Closed		students' individual progress	additional progress	
	their findings.	Reading"		towards the SMART Goal.	exams.	
		research				
		papers.	<u>How</u>	L		
				DI C/D	During Grading Period	
			Focience Curriculum	E Beartment Bever	During Grading 1 criod	
		Action Steps	Committee meeting minutes will be turned into	PLC unit assessment data	- Mini Assessments	
		Action Steps	minutes will be turned into	will be recorded		
		1.PLCs write	administration.	will be recorded	-Unit assessments	
		SMART goals				
		based on each	-PLC logs turned			
		nine weeks	into administration.	PLCs will review unit		
		of motorial	Administration provides	assessments and document		
		(For example,	⊪eeanack	the increase in the number		
		during the first	-Evidence of strategy in	of students reaching at least		
		mima vyvaalra	teachers' lesson plans	80% mastery on units of		
		75% of the	seen during administration	instruction.		
		students will	walk-throughs.			
		score an 80%	wark-unoughs.			
		or above on	Classroom walk-throughs			
		each unit of	-Classroom walk-throughs observing this strategy.	Grade level PLCs will		
			Specific strategy PSLT	share data with the Problem		
			will create a walk-through	Solving Leadership Team.		
			fidelity monitoring tool	The Problem Solving		
			that includes all of the	Leadership Team/Reading		
		2. Teachers	CID strategies This	Leadership Team will review		
		impiement	walk-through form will	assessment data for positive		
		the use of the	be used to monitor the	trends at a minimum of once		
		Closed Reading	implementation of the SIP	per nine weeks.		
		Model and	strategies across the entire			
		targeted	faculty.	F		
		higher order	·	Leadership Team Level		
		questioning	L			
		strategies in		-PLC facilitator/ Subject		

		their lessons. 3. Teachers implement the common assessments.		Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction			
Science Goal #2:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 5% to 10%.							
	5%	10%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with Strategies through **Professional** Learning **Community (PLC)** or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic

Grade Level/ Subject

PD Facilitator

and/or

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or

school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

Effective Science Notebooks K-5

PLC Leader PD Facilitator

K-5 Teachers

Monday, 10/22

Review of students' Science Notebooks

Science Resource

End of Science Goals

Writing/Language Arts Goals

Writing/	Problem-			
Language Arts	Solving			

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Goals	Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		 be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1 C4 d a 4	1 1	1.1.	1.1.	1.1	1.1.	
1. Students scoring	1.1.	1.1.	1.1.	1.1	1.1.	
at Achievement		a				
Level 3.0 or higher		<u>Strategy</u>	Who	. <u>Teacher Level</u>	2-3x Per Year	
in writing.	Lack of time		.		"Hillsborough Writes"	
	to conference		-Principal	Collect data on student	Timsoorough writes	
	individually	mode-specific		writing. Share and discuss		
	with students on		-AP	data during weekly PLCs		
	weekly bases.	improve through		data during weekly 1 Les	During Grading Period	
	weekly bases.		-Writing resource			
		Workshop/daily				
			-Classroom Teacher	PLC/Department Level	Monthly "Reddick	
	T a ala a Chima a Cam	a focus on mode-		LC/Department Lever	Writes"	
	Lack of time for	specific writing.	-SAC Chair_	PLCs - Review of	Willes	
•	students to reflect			monthly formative writing		
•	on their own			assessments to determine		
	writing.			number and percent of		
			r i Le logs turned	students scoring at or above		
		A	into administration.	proficiency as determined by		
	Teachers need	Action Steps	Administration provides	the assignment rubric. PLCs		
	training to score	1 D 1		will chart the increase in the	1	
	student writing	1. Based on		number of students reaching		
		baseline data,	Ciassiooni wark-unoughs	3.0 or above on the monthly		
	the 2012-2013	PLCs write		writing prompt.		
	school year using	SMAK I goals for	of student portfolios,	writing prompt.		
	information		embedded assessments,			
	provided by the		daily learning activity	-		
	state.		tied to instruction, use of	Leadership Team Level		
	State.		formative assessments,			
			and student engagement in	PLC facilitator will share		
		will score 3.0		data with the Problem		
		or above on the		Solving Leadership Team.		
		monthly writing	r Evidence of strategy in	The Problem Solving		
		prompt.)	teachers' lesson plans seen	The Problem Solving		
		h	during administration walk-	Leadership Team will review assessment data for positive		
		z. As a	throughs	trends at a minimum of once		
		Professional				
		Development	FITCI S IIIIOIIIIai	per nine weeks.		
		activity PLCs	Observation Pop-In Form	ĺ		
		participate in	(EET tool).	ĺ		
		discussions		ĺ		
		that share PLC		ĺ		
		data, trends, and		ĺ		
		best-practice		ĺ		
		instructional				

 		
strategies.		
3. Teachers and		
students will		
maintain writing		
portfolios to		
demonstrate		
student		
engagement in		
all stages of the		
writing process.		
4. Teachers and		
students will		
reflect on the		
days writing		
assignment and		
discuss what the		
students can do		
to enhance their		
writing. This can be done as a		
can be done as a		
group discussion		
or when the		
classroom teacher		
conferences		
with students		
individually.		
5. As a		
Professional		
Development		
activity, PLCs		
meet and discuss		
data in order		
to implement		
effective teaching		
strategies and		
lesson plans		
targeted to meet		
the needs of		
students.		
6. PLCs review		
0.12001011011		

		nine week data, set a new goal for the following nine weeks. 7. PLCs record their work in the PLC logs.					
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 89% to 94%.							
	89%	94%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development Hillsborough 2012

Rule 6A-1.099811 Revised July, 2012

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PLC activity.

PD Content /Topic Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Subject

Subject

Person or Position Responsible for

and/or PLC Focus and/or (e.g. , PLC, subject, grade level, or school-wide) (e.g. , Early Release) and Schedules (e.g., frequency of PLC Leader (e.g., frequency of meetings)

New Scoring Rubric K-5 PD facilitator ALL K-5 teachers When provided by Professional Development Teachers submit Inservice documentation to Administration, Writing Resource Administration

End of Writing Goals

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Attendance Goal(s)

Attendance Goal(s)	Problem- solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

	, 1		1 1		L .	
1. Attendance 1.1	1.	1.1.	1.1.	1.1.	1.1.	
- P. wo cal line -M are car exp - A Co alw the hor atte	Parents do not have orking phones to all the attendance ne. Many of our parents e illiterate and annot write notes applaining absence. Attendance committee cannot ways speak with the parent when the parent when the parent when the parent ways are tempted. Parents cannot age doctors' of the shecause they afford to take the cotor.	-The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being	Social Worker: Home visits and phone calls to parents when necessary. Provide parents with information needed to help get medical care when necessary. Guidance Counselor	Administration Team and subset of PSLT will examine data monthly	Attendance Report Tardy Report Attendance Plan	

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*			
1. The attendance rate will increase from 95.14% in 2011-2012 to 97% in 2012-2013.					
2. The number of students who have 10 or more <u>unexcused</u> absences throughout the school year will decrease by 10%					
3.T he number of students who have 10 or more <u>unexcused</u> tardies to school throughout the school year will remain 0.					
	95.14%			 	
	Number of Students with Excessive	2013 Expected Number of Students with Excessive unexcused Absences	-		
	(10 or more)	(10 or more)			

114	100					
Number of Students with Excessive Tardies	2013 Expected Number of Students with Excessive Tardies (10 or more)					
0	0					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content/Topic

and/or PLC Focus

O Content /Topic Grade Level/ Subject PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or
PLC Leader

(e.g. , PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

End of Attendance Goals

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Suspension Goal(s)

Suspension Goal(s)	Problem- solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1 Cuananaian	1.1.	1.1.	1.1	1.1	1.1	
1. Suspension	1.1.	1.1.	1.1	1.1	1.1	
	-Lack of medical follow-up outside of the school system for students whose behaviors is consistent with those of students with medical diagnosis related to behavior.	-Students displaying Positive Behavior will be highlighted on the Morning Show. A reward system	subgroup	PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	Crystal Report ODR and suspension data cross-referenced with mainframe discipline data	
		-Providing teachers with resources for continued teaching and reinforcement of school expectations and rules				

	0010 5 137 1	2012 5		1	
Suspension Goal #1:	2012 Total Number	2013 Expected			
	of	Number of			
	In –School	In- School			
	ni <u>–School</u>	nii- School			
	Suspensions	Suspensions			
The total number of In-					
School Suspensions was					
0 during the 2011-2012					
school year and will					
school year and will					
remain 0 during the 2012-					
2013 school year.					
The total number of Out					
of School Suspensions	I				
will decrease from 6 to					
2 during the 2012-2013					
2 during the 2012-2013					
school year.					
	0	0			
1					
	2012 Total Number	2013 Expected			
	of Students	Number of Students			
	Suspended	Suspended			
	In-School	In -School			
	0	0			
	2012 Number of	2013 Expected			
	Out-of-School	Number of			
	Suspensions				
		Out-of-School			
		Suspensions Suspensions			
	6	2			
	ľ	_			

	2013 Expected Number of Students Suspended					
Out- of- School	Out- of-School_					
3	1					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic

and/or PLC Focus

Subject

Grade Level/

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

PLC Leader

and/or

(e.g. , PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

es (e.g., frequency of meetings)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

School-Wide Discipline PreK-5, ESE PLC Leaders, School Wide Team Leaders

August 2012

Monthly data review with support Principal and assistant principal. PSLT will review behavior data on a weekly basis, provide mentoring to students, and establishing ongoing contact with parents.

End of Suspension Goals

Parent Involvement Goal(s)

Title I Schools - Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. Parent Involvement	1.1.	1.1.	1.1.		
Parent Involvement Goal					
#1:		See			
		the			
		Red			
		dick			
		Parent			
		Inv			
		olve			
		ment			
		Plan			
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*			
Enter narrative for the goal in this box.					
box.					

		•					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		1.5.	1.5.		1.5.		
Parent Involvement	Problem-						
Goal(s)	solving						
Guai(s)							
	Process						
	to Parent						
	Involveme						
	nt						
	l III						
Based on the analysis of parent	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation		
involvement data, and reference		Strategy	Fidenty Check	Strategy Data Check	Tool		
to "Guiding Questions", identify	Barrier				1 001		
and define areas in need of			Who and how will the fidelity	How will the evaluation tool			
and define areas in need of			be monitored?	data be used to determine the			
improvement:				effectiveness of strategy?			
2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
Parent Involvement Goal							
#2:							
112.	2012 Current	2013 Expected					
	level of Parent	level of Parent					
	Involvement:*	Involvement:*					
	mvorvement. ·	mvorvement. ·					
Enter narrative for the goal in this							
box.		ĺ					
		ĺ					
		ĺ					
1		ĺ					

	2.1.	2.1.	2.1.	2.1.	2.1.	
	2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through **Professional** Learning **Community (PLC)** or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
areas in need of improvement:				How will the evaluation tool data be used to determine the effectiveness of strategy?		

1. Health and Fitness 1.1.	1.1.	1.1.	1.1.	1.1	
Goal					
1.Students	1. Elementary	Who	Teacher lesson plans will be	End of Year PACER data	
with physical	students will		checked.		
disabilities	engage in	Principal			
or students	150 minutes				
waived from		AP			
participation in			Teacher's PE Specials schedule		
PE are included	of physical	PE Teacher	will checked		
in assessment	education each				
scores		Classroom Teachers			
	kindergarten				
	through 5 th				
2. Classroom	grade.	How			
Teachers are					
unfamiliar with	2. Two – thirty	Classroom Teacher lesson			
the HFZ Pacer	illillate classes	plans will document 90			
Assessment.	per week	minutes per week of Teacher			
	of physical	Directed PE			
	education with				
	a certified				
	physical				
		per week for grades 1-5.			
			ĺ		
	education with				

Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 20% on the Pretest to 41% on the Posttest; an increase of 20%	2013 Expected Level :*					
	41% 1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

(PD) aligned with Strategies through **Professional** Learning **Community (PLC)** or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic

Grade Level/ Subject

PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

Continuous Improvement Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	Problem-			
Additional Goal(s)	Solving			
	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
areas in need of improvement:				How will the evaluation tool data be used to determine the effectiveness of strategy?		
1. Continuous	1.1.	1.1.	1.1.	1.1.	1.1.	
	grade level	-Vertical Team curriculum committees will take place monthly.	-Administration -Curriculum Committee	-Curriculum team meeting minutes will be logged -Number of scavenger hunt participants will be monitored	End of Year Climate Survey (2013)	
	-PLCs do not provide time for grade level or vertical team building.	Hunt" competitions	How_ Minutes from curriculum meetings will be submitted to administration.			

Goal #1: The percentage of teachers who strongly agree with the indicator that "The school has a culture of collegiality and trust (under Commitment to Continuous Improvement) will increase from 29% in	2012 Current Level :*	2013 Expected Level :*					
2012 to 44% in 2013.	29%	44%					
	-	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

Please note that each Strategy does not require a professional development or

PLC activity. PD Content /Topic Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Subject Monitoring and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and school-wide) Schedules (e.g., frequency of PLC Leader meetings)

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

Alternate Assessment: Students scoring	-Physical disabilities making	See Reading Goal 5D	A.1.		

Reading Goal A:	2012 Current Level of	2013 Expected Level of Performance:*				
	Performance:*	Performance:*				
The percentage of						
proficient in reading						
The percentage of students scoring proficient in reading on the 2013 FAA will						
remain the same						
	100%	100				
	100%	100				
	(2)	(2)				
		A.2.	A.2.	A.2.	A.2.	A.2.
		A.3.	A.3.	A.3.	A.3.	A.3.

Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1. Physical disabilities making it difficult for the students to attend school regularly.	See Reading Goal 5D	В.1.		

Reading Goal B: The percentage of students making learning gains in reading on the 2013 FAA will maintain or increase by 100%.		2013 Expected Level of Performance:*				
	50%	100%				
	(1)	(2)				
		B.2.	B.2.	B.2.	B.2.	B.2.
		B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving			

	Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1.	See ELL Reading Goal 5C.1.	1.1.			

CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 37% to 42%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
			1.2.	1.2.	1.2.	1.2.
					1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

D. Students scoring proficient in Reading.	2.1.	See ELL	2.1.		
		Reading Goal			
		5C.1.			
CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading:				
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 26% to 31%.					

			T			T
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
level in a manner similar to non-	American Burrier	Strategy	Truciny check	Strategy Data Check	Student Evaluation 1001	
ELL students.			Who and how will the fidelity be	How will the evaluation		
			monitored?	tool data be used		
				to determine the effectiveness of strategy?		
E. Students scoring	2.1.	2.1.	2.1.	chechyoness of strategy!		
proficient in Writing.						
		\sim				
		See				
		See Writing Goal 1.1				
		Whiting				
		willing				
		~ 1 1				
		(toal 1)				
		Oour 1.1				

CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 21% to 26%.			
	2.2.	2.2. 2.3	2.2.

NEW Math Florida Alternate Assessment Goals

Based on the analysis of	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
student achievement data,						
and reference to "Guiding			Who and how will the fidelity be	How will the evaluation tool		
Questions", identify and			monitored?	data be used to determine the		
define areas in need of			momtored:	effectiveness of strategy?		
improvement for the				erreen, eness or suaregy.		
following group:						

F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	See Math Goal 5D	F.1.		
Mathematics Goal F: The percentage of students scoring proficient in math on the 2013 FAA will remain the same.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

100%	100%				
(2)	(2)				
	F.2.	F.2.	F.2.	F.2.	F.2.
	F.3.	F.3.	F.3.	F.3.	F.3.

	G.1.	G.1.	G.1.		
Alternate Assessment:					
Percentage of					
students making Learning Gains in		See			
mathematics.		Math			
		IVIALII			
		See Math Goal			
		5D			

Mathematics Goal G: The percentage of students making learning gains in math on the 2013 FAA will maintain or increase by 100%.		2013 Expected Level of Performance:*				
	50%	100%				
	(1)	(2)				
		G.2.				G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.			

Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
We have NO ESE 5th grade						
students taking the science FAA this year. Our 2 students taking the FAA are in 3 rd and 4 th grade.						
the FAA are in 3 rd and 4 rd grade.						
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process			
	to Increase Student			
	Achievement			

		1	1			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
M. Florida Alternate Assessment: Students scoring at 4 or higher in	M.1. -Due to the student's physical disability, there is a high absentee rate.	See Writing Goal 1.1	M.1.			

Last year 0 students took the FAA writing assessment. 1 student will take it and score between level 4 and 0.		2013 Expected Level of Performance:*				
	0%	100%				
	(0)	(1)				
		M.2.	M.2.	M.2.	M.2.	M.2.
		M.3.	M.3.	M.3.	M.3.	M.3.

NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving	
	Process to	
	ncrease Student	
	Achievement	

Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
areas in need of improvement:				How will the evaluation tool data be used to determine the effectiveness of strategy?	
STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Implement/Expand inquiry-based experiences for students in math and science through the 5E model.	-Teachers not familiar with the 5E model for math and science.	-Math and Science Curriculum Teams will review/discuss the 5E strategies for math and science.		Teacher lesson plans will document use of the 5E method for math and Science.	
		-Grade level curriculum representatives will share information in PLCs.	-Math and Science resource teachers		
		-PLCs will create a strategy for incorporating 5E methods into the classroom.	How		
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional

Development (PD) aligned with Strategies through **Professional** Learning **Community (PLC)** or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

5E Model

2-5 Science/ PLC Leader Math

teachers

All 2-5 Grade Science/Math

October Curriculum PLCs Curriculum PLC logs

Administration

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

CTE Goal #1	1.1.	1.1.	1.1.	1.1.	1.1.
	trips - Lack of Approved Guest Speakers	to visit and share with students about CT careers throughout the year and during the Great American teach-In. -JA BizTown for 5th grade students	WHO Technology Resource AP How SafeNet Sign In data will be monitored for guest speakers. Copies of Speaker requests Teach-In Sign in		-Log of number of guest speakers -Log of the number of students at each presentation.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional
Development
(PD) aligned with
Strategies through

Professional Learning **Community (PLC)** or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

SERVE Speaker Request

ALL

PLC Leader

PLC Leader ALL teachers

October, 2012

Log number of SERVE speakers

SAC Chair

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		,
Priority	□Focus	□Prevent

• Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes □ No

If No, describe the measures being taken to comply with SAC requirements.

The school will continue to work towards balancing both the ethnicity and non-school board employees of the School Advisory Council to reach compliance.

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Team leads tie in to all reading, math, writing and science goals	Purchase of 2 team leads @ 862.50 each. They coordinate with administration to provide necessary materials and training needed to meet the SIP goals.	\$1725.00	
SI Coordinator ties in to the SIP through our parent involvement plan, Climate surveys, (This will be set in place AFTER team leads have been paid.)	Purchase 1 SI Coordinator@ \$24.50 per hour for no more than 30 hours.	\$735.00	
Final Amount Spent			